# SCHOOL CONTEXT STATEMENT

School number: 0755

School name: Eudunda Area School

## 1. General information

### Part A

<table>
<thead>
<tr>
<th>Schoolname</th>
<th>EUDUNDA AREA SCHOOL</th>
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<tr>
<td>School No.</td>
<td>0755</td>
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<tr>
<td>Courier</td>
<td>Eudunda</td>
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<tr>
<td>Principal</td>
<td>Mr David Hodge</td>
</tr>
<tr>
<td>Postal Address</td>
<td>2 Reserve Road, Eudunda 5374</td>
</tr>
<tr>
<td>Location Address</td>
<td>2 Reserve Road, Eudunda 5374</td>
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<tr>
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<td>Distance from GPO</td>
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<tr>
<td>Phone No.</td>
<td>08 85811500</td>
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<tr>
<td>Fax No.</td>
<td>08 85811109</td>
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February FTE Enrolment

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<tr>
<th>Primary</th>
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<table>
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<th>TOTAL</th>
<th>217.66</th>
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July total FTE Enrolment

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<td>Male FTE</td>
<td>126.12</td>
<td>116.86</td>
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<tr>
<td>Female FTE</td>
<td>88.03</td>
<td>94.63</td>
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School Card Approvals (Persons)

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<th></th>
<th>61</th>
<th>72</th>
<th>106.00</th>
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NESB Total (Persons)

|                | 10              | 9              | 8.0    |

Aboriginal FTE Enrolment

|                | 4.0             |                |        |

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.
Part B

- Deputy Principal
  : Dennis Marshall
- Email address
  : principal@eudundaas.sa.edu.au.
- Staffing numbers
  : Teaching entitlement for 2009 = 19.81
    - Principal, Deputy, 3 Co-ordinators, Key Teacher (converted to Co-
    ordinator), 5 Primary teachers, 8 Secondary teachers, Teacher Librarian,
    Student Counsellor.
  : SSO entitlement = 209 hours per week
    - Secretary/Admin Officer, Finance Officer, Receptionist, Community
    Library/School Library Assistant, Caretaker, Groundsman/Laboratory
    Assistant
    : Additional SSO hours are deployed from the FIR allocation, salary
    conversion, Disability/Behaviour Management funding, as well as other
    funding.
- OSHC
  : This is now housed in the newly built Community Complex near the
  school.
- Enrolment trends
  : Numbers have dropped since 2000 especially R-7. This will cause a flow-
  on effect in the secondary school.
- Special arrangements
  : Eudunda Area School and its two feeder schools, Robertstown Primary
  and St John’s Lutheran Primary, co-operate in providing access for primary
  students to special activities, exhibitions and visiting performances. Staff
  from the three schools share some professional development activities.
- Year of opening
  : 1948.
- Public transport access
  : None.

2. Students (and their welfare)

- General characteristics
  : Eudunda Area School serves a community which is experiencing a
  revitalisation. Active and effective community groups are working hard to
  raise the profile of Eudunda and to promote it as an attractive tourist venue.
  There is still a reasonably high level of transient families. School Card is
  approximately 45% of the school population. Being on the fringe of the
  Barossa Valley, an increasing number of students seek employment in that
  area, as well as further vocational education through TAFE. However, for
most students, Adelaide still offers the greatest opportunity for employment and further study.

- **(Pastoral) Care programs**
  - Within home groups students participate in a variety of programmes to promote improved communication and relationships among students and between students, staff and the wider school community. Conflict resolution, decision making and building self-esteem are also aspects of the Pastoral Care programme.

- **Support offered**
  - Personal and career counselling is available for students and additional curriculum support is provided from grants received under the Commonwealth Literacy, Country Areas, Early Assistance and Basic Skills Support programme. The local community supports the provision of a Chaplain for 22.5 hours per week and the school has a Student Counsellor.

- **Student management**
  - The school has an effective R-12 Behaviour Management Policy, and strong support networks for students and staff. The school is dealing frequently with students with complex and challenging behaviours. Contributing factors are often significant family and social situations which impact on the student, their ability to engage with their learning and their interaction with others. The school receives ongoing support from DECS and other support services.

- **Student government**
  - The Student Representative Council was implemented in 1993 and has both Junior (R-7) and Senior (8-12) sections. The school also has students elected as School Captains and Deputy Captains, chosen from the Year 12 cohort.

- **Special programmes**
  - The school has a very successful Middle School Programme which is recognised by DECS as excellent practice. It has a special programme for students at risk (the Kerbside Krew), a vertically grouped programme which provides a roadside recycling programme in Eudunda. The school also has been recognised as a focus school in Environmental Sustainability and has many initiatives in sustainability. The school is recognised as a Health Promoting School and a Sunsmart School, and has an R-12 Hat Policy in Terms 1 & 4.

3. **Key School Policies**

- **Key Principles**
  - Eudunda Area School has three key principles - Excellence in Teaching & Learning, Respect for All, Community Focus.

- **Strategic Plan**
  - Our school is an organisation where children, staff and parents value learning, strive for excellence and support each other in a socially just, democratic environment. We aspire to be a school which is characterised by learning programmes which are relevant and responsive to the current
needs of our students and which prepare them for the future; students who are independent and self-disciplined learners; staff who are multi-skilled professionals dedicated to the process of teaching/learning and responsive to change; a school community which is well-informed about aspects of school life; resources which are current, relevant and appropriate to the needs of our students; and grounds/facilities which are safe, functional and aesthetically pleasing. There are three main objectives to our Strategic Plan for 2007-09 - Teaching & Learning (to raise the quality of teaching practice and improve student learning outcomes), Student Engagement & Well-being (to improve students’ well-being, attendance, retention and engagement), Staff Performance & Well-being (to improve staff performance and sense of well-being).

- Recent key outcomes
  - Recent achievements of the school include:-
  - improved outcomes in literacy and numeracy R-7
  - continued excellent performance of students in SACE and in terms of entry to University, TAFE, further learning and employment
  - School Based Apprenticeships Years 10-12 in various industries
  - recognition as a Health Promoting School
  - recognition for excellence in Middle School pedagogy (programme included in DECS website)
  - recognition as a focus school in Environmental Sustainability
  - introduction of Programme Achieve R-7 and Mind Matters 8-12 as part of the Pastoral Care programme
  - exemplary Civics & Citizenship programme

4. Curriculum

- Subject offerings
  - The school offers DECS supported curriculum R-12 within a Junior School (R-5), Middle School (6-9) and Senior School (10-12) structure. Academic standards are high with success rates in SACE being consistently above the State average. The integration of technology across the curriculum is a major focus. Students in R-7 are introduced to computers and have access to the specialist Computer Room, as well as having computers in their classrooms. Secondary students pursue studies in English, Mathematics, Computing, Business Studies, Science, Visual Arts, Health, Physical Education, Home Economics, Society & Environment, Technology Studies, Agriculture, Vocational Studies, Work Education, Information Processing and Community Studies. In Stage One, 10 semester unit subjects are offered face-to-face in Semester One and 10 in Semester Two, and in Stage Two 12 full year subjects are offered face-to-face and one semester unit subject in Semester Two. Students are able to access a range of VET programmes. School Based Apprenticeships were introduced in 2002 and have been positively received.
• Open Access
  :To ensure a wide range of subjects for student choice can be offered at
  Senior School level, education via Open Access is strongly supported.

• Special needs
  :School Support Officers work with students in each primary class and as
  required across Years 8-12. An Early Intervention Programme supports
  students in R-2. A Rainbow Reading programme has been developed to
  support students with reading difficulties R-7.

• Special curriculum features
  :There is an emphasis on Literacy and Numeracy, with programmes
  (funded from the Commonwealth Literacy and Numeracy Grant) managed
  by a Co-ordinator, Special Projects R-12. Funding enables the school to
  address disadvantage due to poverty and isolation. VET programmes are
  offered in Stage One and Community Studies in both Stage One and Stage
  Two.

• Teaching methodology
  :To enable a wider range of subjects to be offered at Senior School level,
  some composite Stage One/Stage Two classes are offered. A programme
  to support underachieving students in Years 8-12 is in place.

• Assessment procedures and reporting
  :In R-7 examples of student work are sent home at the end of each week
  for parent information and comment. Parent information evenings are held
  in Term 1 and parent/teacher interviews in Term 3. Written reports are
  produced at the end of Terms 2 & 4. In Years 8 to 12 computerised reports
  are generated each term. Parent/teacher interviews occur at the beginning
  of Term 2. During each term, detailed descriptive subject reports are sent
  home for parent information and comment Years 8-12. Reporting formats
  R-12 have been extensively reviewed over the past few years.

5. Sporting Activities
  :In addition to the school's Inter-House Sports Day and Swimming Carnival,
  students participate in SAPSASA, SASSSA, knockout competitions,
  Olympic Sports Field athletics, interschool swimming and athletic carnivals.

6. Other Co-Curricular Activities
  • General
    :Instrumental music instruction through local private instructors may be
    available.
  • Special
    :Each year the school enters the Australian International Pedal Prix
    competition. Students are encouraged to exhibit work at the Agricultural
    Show held annually in Eudunda. Each year all Year 11 students
    participate in Australian Business Week.
7. **Staff (and their welfare)**

- **Staff profile**
  
  The staffing allocation is 19.81 FTE. In the primary school there are 5 full-time teachers and in the secondary school 8 teachers. 1 Key Teacher converted to Co-ordinator, 3.0 Co-ordinators, Deputy Principal, Principal, 0.5 Student Counsellor and 1.0 Teacher/Librarian complete the Tier 1 staffing. Tier 2 staffing includes 2.29 allocation. There are 4 permanent non-teaching staff, as well as several contract non-teaching staff.

- **Leadership structure**
  
  Principal R-12, Deputy Principal R-12 and 3 Co-ordinators (Special Projects R-12 & Junior School, Middle School and Senior School), and one Key Teacher converted to Co-ordinator (Pathways/Counselling).

- **Staff support systems**
  
  Staff work in R-5, Middle School (6-9) and Senior School (10-12) teams for organisation, management and pastoral care matters. An induction programme to support teachers new to the school is provided. An Occupational Health, Safety & Welfare Committee promotes and oversees safe working conditions. All staff access on site, District and State level professional development.

- **Performance Management**
  
  A performance management process for staff has been implemented and collaborative learning team structures and processes promoted. Teams of teachers are working effectively at Primary, Middle School and Senior School levels.

- **Staff utilisation policies**
  
  All staff are encouraged to contribute to whole school decision making through membership of at least one school committee. Ancillary staff provide clerical services, classroom support and grounds maintenance. Some additional support for students with special needs is also available.

- **Access to special staff**
  
  Special Education, Behaviour Management, CAMHS, CYFS, Guidance and Speech Pathology support are accessed through the Mid North & Yorke District Education office staff or State-wide programme. We enjoy a close and supportive relationship with our support staff and the Interagency Referral Team.

- **Other**
  
  R-12 staff meetings occur fortnightly. In the intervening weeks, staff work in their school level teams or participate in curriculum development.

8. **Incentives, support and award conditions for Staff**

- **Complexity placement points**
  
  0.5 points each year.
• Isolation placement points
  : 2.5 points each year.

• Shorter terms
  : Staff participate in out of hours training and development to accrue time
credit to enable them to have authorised absence from duty in the last
week of Term 4.

• Travelling time
  : Eudunda is 108 kms from the Adelaide GPO. Some allowance is given
when teachers travel for training and development sessions.

• Housing assistance
  : Rental subsidy is claimable if a teacher resides in the area and their home
is more than 40 kms away.

• Cooling for school buildings
  : Refer to School Facilities section below.

• Medical and dental treatment expenses
  : As the school is outside the Adelaide metropolitan area, during the first
seven years of appointment, staff are eligible for reimbursement of certain
travel and accommodation expenses incurred when obtaining appropriate
medical and dental assistance. Time is allowed for necessary absence
from duty.

• Locality allowances
  : Not applicable.

• Relocation assistance
  : Household furniture and effects will be moved at Departmental expense.

• Principal's telephone costs
  : The Principal is entitled, if he/she lives locally, to reimbursement of the
cost of basic rental and the cost of official calls.

9. **School Facilities**

• Buildings and grounds
  : The school is a friendly and welcoming environment with well-planned and
well-equipped classrooms which adjoin excellent community sporting
facilities, including a gymnasium, 33.3 metre swimming pool and the town
oval. Landscaping is ongoing in the KESAB award winning grounds which
are well-kept and attractive. The unique architecture of the original building
has been reflected in the four classroom primary facility built in 1992.
Relocated buildings have been reclad, and Science and Technical Studies
facilities have been upgraded. BER funding will enable a vast
improvement in facilities in 2009-10.

• Cooling
  : Each classroom is equipped with a reverse cycle air-conditioner and is
carpeted.

• Specialist facilities
The School/Community Gymnasium, built in 1990, provides excellent sporting facilities for both students and members of the wider community. There is a shaded playground for Junior Primary students and another playground for older primary students. Students have access to PCs in the Computer Rooms and in the Library (all networked), and some stand-alone machines in individual classrooms. In all primary classrooms, and some secondary rooms, there is a printer. The School/Community Library services the Eudunda & Robertstown Wards of the Regional Council of Goyder. The Library uses a fully computerised cataloguing system. Free internet access is available on two public access machines. Students have access to the most modern methods of finding information whilst preparing for the information-rich world they will have to live and work in when they leave school. The school also has a 9 acre agricultural block consisting of sheep yards, shearing facilities, chook yards etcetera.

- **Student facilities**
  
  - A Canteen provides drinks and snacks and, in conjunction with the local Bakery, lunches. Students in Year 12 have all-day access to a Study Room which doubles as a social area during recess and lunch breaks.

- **Staff facilities**
  
  - Teaching resources are plentiful in most areas and there is a commitment to the ongoing provision and use of technology in the teacher/learning process. Individual work spaces, most with a computer, are available for teaching staff. Two computers in the Staffroom are part of the administration network and allows staff access to EDSAS. Laptops for teachers have been funded in 2009. Internet access for staff is available on all machines on the Admin network, on all computers in the two Computing Rooms and in most classrooms. Wireless access for laptops is being pursued. Each staff member has a personal e-mail address. A pleasant Staffroom looks on to part of the extensive lawns and gardens which surround the school.

- **Access for students and staff with disabilities**
  
  - Wheelchair access is provided for most rooms.

- **Access to bus transport**
  
  - The school serves a large area which is serviced by seven school buses (five private and two DECS supplied). The bus routes radiate out for nearly 40 kms from the school. Under the Rural & Isolated Index, costs to students for class and school excursions and visits by performing arts groups are subsidised. The school owns its own 19 seater bus.

- **Other**
  
  - A pre-school is situated within easy walking distance of the school.
10. School Operations

- Decision making structures
  : Collaborative decision making processes are in place. Each school level team meets regularly to deal with issues specific to its particular section of the school (Primary, Middle School, Senior School) and to discuss issues raised through management or by another section of the school. Open discussion also occurs at full staff meetings. There is staff and parental representation on all committees and student representation on those committees which students have chosen to be part of. Junior and Senior SRCS have developed a network for gathering student opinion through class meetings.

- Regular publications
  : The community is kept informed about school matters via the fortnightly newsletter, which also includes some community notices and via articles in the local newspapers. Copies are available for the general public in the School/Community Library. A school website is currently being developed. A Junior Primary Handbook and a Senior School Curriculum Handbook are produced annually. The School Magazine is produced yearly. A daily bulletin is produced to provide staff and student information.

- Other communication
  : Diaries, communication books, class newsletters, subject newsletters, direct communication, parent/teacher interview nights and year level/special focus meetings are other ways staff communicate with parents/caregivers.

- School financial position
  : The school is in a sound financial position. School fees are low.

11. Local Community

- General characteristics
  : Members of the predominantly farming local community value and reinforce the supportive learning programmes established at the school, the career counselling given to students and the range of pathways that provide students with the opportunity to achieve their full potential and find work of their choice. There is a strong community sporting focus.

- Parent and community involvement
  : There is extensive and effective parent participation with support, demonstrated on sports days and through such projects as the Pedal Prix competition and the Learning Assistance Programme. Parents regularly listen to reading, assist with craft activities and help with excursions and camps. There is increasing interaction between the school and the local business community, and the level of parent and community classroom support and shared planning for community arts activities.

- Feeder schools
  : Students enter Eudunda Area School from the Eudunda Preschool and the Robertstown Preschool. A small number of students begin school with no
formal preschool experience. The reception teacher and preschool director work closely together to ensure that an ongoing, informal programme of visits operates between the school and the preschool. A more formal transition programme occurs during the five weeks prior to a student beginning school. Students from Robertstown Primary and St John's Lutheran Primary attend a Year 7/8 Transition Programme and a parent information evening is held in Term 2.

- Other local care and educational facilities
  A new Community Preschool was built in 1993 and operates all day Tuesday and Thursday. Playgroup is available Monday mornings and Occasional Care on alternate Wednesdays. The Eudunda Hospital's role in the community is changing and from mid 1998 has offered only acute care and Nursing Home facilities. Theatre and obstetric services are provided at Kapunda Hospital, 25 kms south of Eudunda.

- Commercial/industrial and shopping facilities
  The town has one Bank (Bank SA), two Hotels, one Club and the following shops – supermarket, newsagency, chemist, bakery, butcher, electrical, craft/haberdashery, hardware and a roadhouse. Main shopping centres at Nuriootpa (55 kms), Gawler (64 kms), Elizabeth (80 kms) and Adelaide (108 kms) are easily accessible on main roads. No public transport services Eudunda. Travel by rail to Adelaide is available from Gawler.

- Other local facilities
  A range of traditional sports teams represent the town/district – cricket/tennis, football, lawn bowls, golf, netball and basketball.

- Availability of staff housing
  One Government Employee house and a range of rental accommodation is available, as are houses to purchase.

- Local Government body
  Regional Council of Goyder (Eudunda 85811101 – open Monday, Wednesday and Thursday). The role of the ECBaT (Eudunda Community Business and Tourism Committee), established in 1998, is to present the Eudunda district's needs to the Regional Council of Goyder.

12. Further Comments

Located 108 kms from the GPO, Eudunda is developing its own tourist profile as well as being central to several significant geographical and tourist areas of South Australia, namely Clare to the west, the Barossa Valley to the south, the Riverland to the east and the historical region of Burra to the north.

Situated close to Goyder's Line, the area is rural, characterised by diverse farming interests, ranging, as it does, from reliable hills country to more marginal land. A traditionally conservative community with a strong Lutheran heritage, the socio-economic profile has changed significantly in recent years.

Many new families have arrived in the district to take advantage of cheaper housing and a country lifestyle. This has resulted in a more complex social
structure in both the town and the school, and staff have utilised a range of strategies to meet the increasingly diverse needs of students. The school is working closely with other agencies to address these issues. Community and educational groups use the school's facilities on occasions and the Community Library is well-patronised.